



**SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF SMA N 1 JAKENAN PATI TAUGHT BY USING SKIT STRATEGY
IN THE ACADEMIC YEAR 2014/2015**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2015



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IN THE ACADEMIC YEAR 2014/2015**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education Departement**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2015

MOTTO AND DEDICATION

MOTTO

- You will never know, God have more great planning for you
- Keep calm and put your lipstick on.
- A big journey begins with little step.
- Dream, believe, achieve.

DEDICATION

This skripsi is dedicated to:

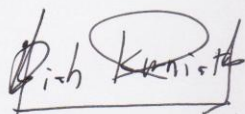
- ✓ Allah SWT
- ✓ My beloved parents thanks for your supports.
- ✓ My beloved brother and sister.
- ✓ All of my friends in English

Education Department of UMK that are kept in my deepest heart. Thanks for all sweet memories that we have ever made.

ADVISORS' APPROVAL

This is to certify the *Skripsi* of Sulistiyani (NIM 201132112) has been approved
by the *skripsi* advisor for further approval by the Examining Committee.

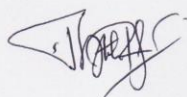
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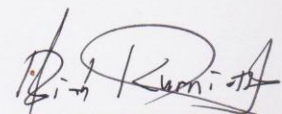
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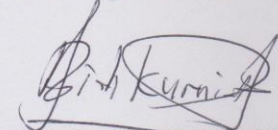
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EXAMINERS' APPROVAL

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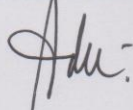
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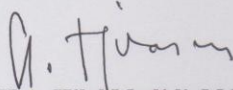
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This skripsi would never be completed without assistance of others. Therefore, the writer would like to express her deep gratitude to:

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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer do expects that this research will be useful for those, especially who are in the field of education.

Kudus, June 2015
The Writer

Sulistiyan

ABSTRACT

Sulistiyani. 2015. *Speaking Ability of the Eleventh Grade Students of SMA N 1 Jakenan Pati Taught by Using Skit Strategy in the Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors (I) Diah Kurniati, S.Pd, M.Pd. (II) Atik Rokhayani, S.Pd, M.Pd.

Keyword: Speaking Ability, Skit Strategy

Speaking is easy but also difficult to learn because English is not the Indonesian native language. It seems that English is a difficult subject for the students including the students of SMA N 1 Jakenan Pati. The English teacher stated that most of the eleventh grade students of SMA N 1 Jakenan Pati still get difficulties in speaking. It was found that the students get difficulties in expressing their idea or opinion. It is caused by their lack of vocabulary so that they have a difficulty in understanding meaning word by word. Most of the students also stated that speaking is boring activity. To solve the problem, the writer would like to use the interesting strategy in teaching speaking. The strategy is Skit. Skit is a piece of humorous writing or performance where the actor and the actress make fun of people. The purpose of Skit is to develop cooperative learning skill within all students and also make students feel relax during teaching and learning process until they do not realize that they have to speak English.

The purpose of this research is to find out whether there is a significant difference between speaking Ability of the eleventh grade students of SMA N 1 Jakenan Pati taught by using Skit Strategy in the Academic Year 2014/2015 and the sample that used by the writer is XI IPA 5 of SMA N 1 Jakenan Pati in the Academic Year 2014/2015.

The method of this research used an experimental research with one group pre-test post-test. The population used by the writer is the eleventh grade students of SMA N 1 Jakenan Pati in academic year 2014/2015. The writer used a test as instrument of the research. The kind of the test was oral test.

The result of this research shows that in level significance 5% and degree of freedom (df) $N-1 = 33$, there is a significant difference between speaking ability of the eleventh grade students of SMA N 1 Jakenan Pati taught by using Skit Strategy in Academic Year 2014/2015 and without using Skit Strategy. It is shown from the calculation result t-observation (t_0) is 5.44, meanwhile t-table is 2.04. It means the null hypothesis is rejected and the alternative hypothesis is accepted ($t_0 = 5.44 > t_t = 2.04$). The speaking ability of the eleventh grade students of SMA N 1 Jakenan Pati taught by using Skit Strategy in Academic Year 2014/2015 is good (Mean = 77.85 and SD = 3.78). And speaking ability of the eleventh grade students of SMA N 1 Jakenan Pati without using Skit Strategy in Academic Year 2014/2015 is low (Mean = 62.67 and SD = 7.10)

After knowing the result of this research that Speaking Ability of the Eleventh Grade Students of SMA N 1 Jakenan Pati Taught by Using Skit Strategy in the Academic Year 2014/2015 is higher than without using Skit Strategy. Thus, the writer suggests that the teacher should be able to create in teaching learning process more interesting, innovative, and enjoyable. The teacher can use Skit Strategy in teaching speaking because skit strategy is an effective strategy to teach speaking.



ABSTRAK

Sulistiyani. 2015. *Kemampuan Berbicara Pada Siswa Kelas Sebelas SMA N 1 Jakenan Pati dengan Menggunakan Skit Strategy Tahun Ajaran 2014/2015*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (I) Diah Kurniati, S.Pd, M.Pd. (II) Atik Rokhayani, S.Pd, M.Pd.

Kata kunci: Kemampuan Berbicara, Skit Strategy

Berbicara itu mudah tetapi juga sulit untuk dipelajari karena bahasa Inggris bukanlah bahasa asli Indonesia. Kelihatannya bahasa Inggris merupakan mata pelajaran yang sulit untuk semua siswa termasuk siswa SMA N 1 Jakenan Pati yang masih mendapatkan kesulitan dalam berbicara. Hal seperti ini terungkap ketika siswa mengalami kesulitan dalam mengekspresikan ide atau pendapat mereka. Hal ini disebabkan oleh kurangnya kosakata sehingga mereka mempunyai kesulitan dalam memahami arti kata demi kata. Sebagian besar siswa juga menyatakan bahwa berbicara adalah aktivitas yang membosankan. Karena alasan itu, penulis ingin menggunakan strategi yang menarik dalam mengajar berbicara. Strategi ini dinamakan Skit. Skit adalah sebuah tulisan atau pertunjukan komedi di mana aktor dan aktris membuat penonton tertawa. Tujuan dari Skit adalah untuk mengembangkan pembelajaran bekerjasama untuk semua siswa dan juga membuat siswa merasa nyaman selama pelajaran dan proses belajar sampai mereka tidak menyadari bahwa mereka telah berbicara berbahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan berbicara pada siswa kelas XI SMA N 1 Jakenan Pati sesudah menggunakan Skit Strategi pada tahun ajaran 2014/2015.

Penelitian ini menggunakan sebuah penelitian eksperimental dengan satu kelompok pre-test post-test. Populasi yang digunakan oleh penulis adalah siswa kelas XI SMA N 1 Jakenan Pati di tahun ajaran 2014/2015 dan sampel yang digunakan adalah siswa kelas XI IPA 5 SMA N 1 Jakenan Pati tahun ajaran 2014/2015. Penulis menggunakan tes sebagai instrumen penelitian. Jenis tes yang digunakan adalah tes lisan.

Hasil penelitian ini menunjukkan bahwa tingkat signifikansi 5% dan derajat kebebasan (df) $N-1 = 33$, ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas XI SMA N 1 Jakenan Pati sesudah menggunakan Skit Strategi tahun ajaran 2014/2015 dan sebelum menggunakan Skit Strategi. Hal ini ditunjukkan dari hasil perhitungan t -observasi (t_0) adalah 5,44, sedangkan t -tabel 2,04. Ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima ($t_0 = 5,44 > t_t = 2,04$). Kemampuan berbicara siswa kelas XI SMA N 1 Jakenan Pati yang diajar dengan menggunakan Skit Strategi tahun ajaran 2014/2015 tergolong “baik” (rata-rata = 77,85 dan $SD = 3,78$). Sedangkan kemampuan berbicara siswa kelas XI SMA N 1 Jakenan Pati tanpa menggunakan

Skit Strategi Tahun Ajaran 2014/2015 tergolong “rendah” (rata- rata = 62,67 dan SD = 7,10)

Setelah mengetahui hasil penelitian ini nilai dari kemampuan berbicara siswa kelas SMA N 1 Jakenan Pati sesudah menggunakan Skit Strategi tahun ajaran 2014/2015 lebih tinggi daripada sebelum menggunakan Skit Strategi. Dengan demikian , penulis menyarankan bahwa guru harus mampu menciptakan proses belajar mengajar yang lebih menarik , inovatif , dan menyenangkan . Guru dapat menggunakan Skit Strategy dalam mengajar berbicara karena Skit strategy adalah sebuah strategi yang efektif untuk mengajar kemampuan berbicara.



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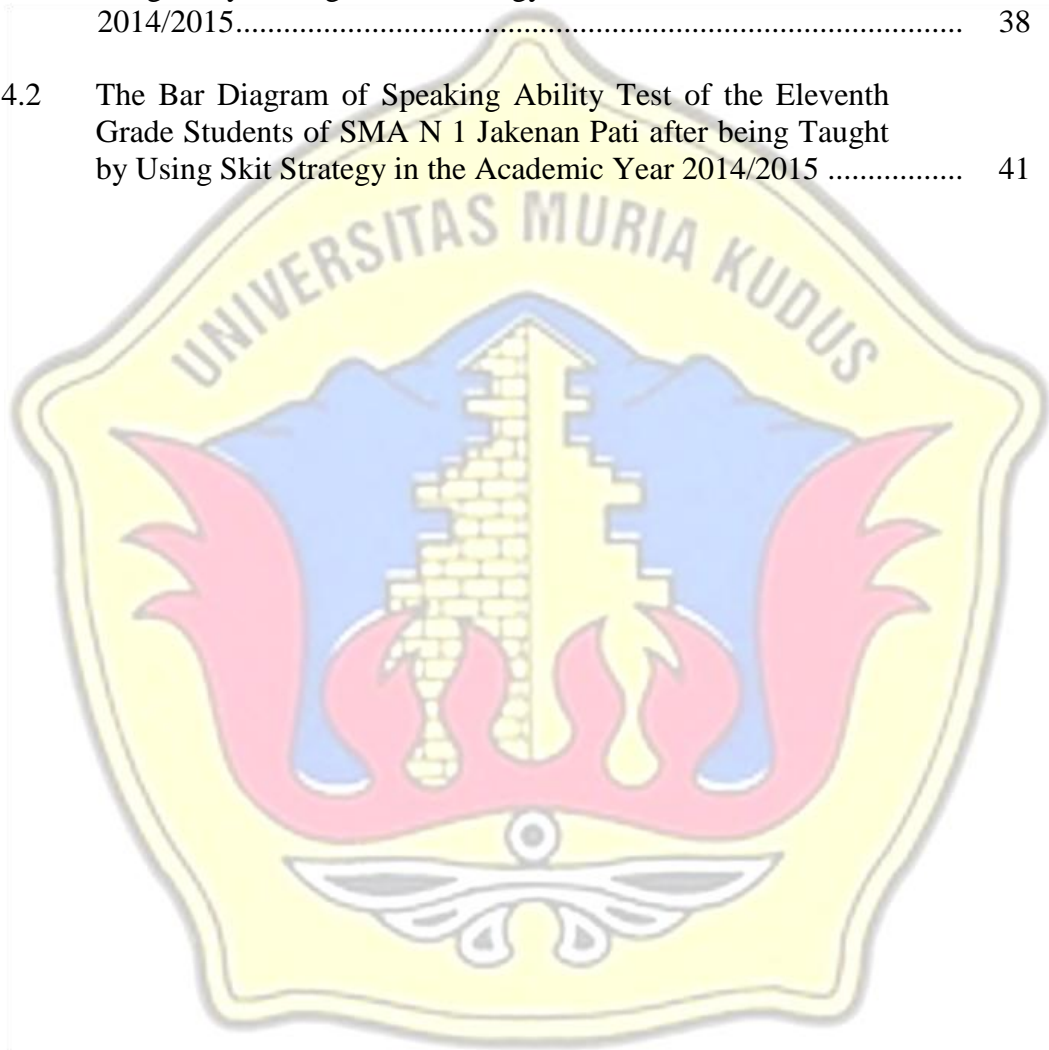
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